

CADET PROGRAMS OFFICER'S HANDBOOK & SPECIALTY TRACK STUDY GUIDE

Technical training for the adults who lead cadets

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This handbook explains how adults can get started helping cadets. It is also a guide to the Cadet Programs Officer Specialty Track. The specialty track is a means for learning about the Cadet Program from the adult point of view and is a self-paced, self-study program. Its overall goal is to prepare senior members to lead cadets and manage cadet programs. Specialty tracks are governed by CAPR 50-17, *Senior Member Professional Development Program*.

NEW IN THIS EDITION

This guide supersedes CAPP 216 dated June 2003. New features introduced in this edition include:

- Updated instructions on how to use E-Services to record specialty track ratings
- Information on how former cadets may qualify for advanced awards in this specialty track program
- Updated reading lists that incorporate materials published since the last version of this guide
- Updated knowledge requirements reflecting policy and procedure changes in the Cadet Program
- New service requirements to emphasize mentoring, recruitment, and retention
- Revised the time-in-rating requirements: 6 months to technician, 12 to senior, and 18 to master
- An expanded section on how to get started as a Cadet Programs Officer
- An increased emphasis on mentoring through the use of a "summary conversation"
- Suggested position descriptions to guide Cadet Program Officers serving at the squadron level
- An annual calendar of major Cadet Program events and deadlines

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Part 1 INTRODUCTION TO THE SPECIALTY TRACK

The goal of the Cadet Programs Officer Specialty Track program is to prepare senior members to lead cadets and manage cadet programs. The training program focuses on squadron-level cadet activities, but topics relating to higher echelons are also addressed.

1.1 OVERVIEW OF THE TRAINING PROGRAM

This specialty track is divided into three ratings: technician, senior, and master. Students enrolled in the program complete each rating in succession and at their own pace. Students should train under the guidance of a mentor who has attained a higher rating in the specialty track, but if necessary, students may complete the training independently.

Training Requirements. To earn specialty track ratings, students must fulfill knowledge and service requirements and participate in a summary conversation with their trainer or commander.

Knowledge Requirements are objectives describing what each student is expected to know before attaining the rating. An online test is the primary method by which students demonstrate they understand this material.

Service Requirements are objectives describing what each student is expected to complete through active participation before attaining the rating.

The Summary Conversation serves as a capstone event where students discuss what they learned with their trainer. It is a mentoring opportunity, not an oral exam. Trainers also use the meeting to verify that the student fulfilled all service requirements.

Reading Lists. Reading lists are a starting point for the students' training and have been included for each rating. All publications are available on-line. Because CAP publications are always evolving, references might not be completely accurate. Use common sense and good judgment to research the answers to the knowledge requirements.

Duty Assignments. While not limiting the role students may take as Cadet Programs Officers, it is suggested that their level of responsibility begin modestly and increase as they advance (see Figure 1).

RATING	TRAINING TOPICS	SUGGESTED DUTY ASSIGNMENT	
		DURING TRAINING	UPON COMPLETION
Technician	Fundamental Cadet Programs Goals, Policies & Procedures	Assistant Leadership, Aerospace, Activities, or Testing Officer	Leadership, Aerospace, Activities, or Testing Officer
Senior	Squadron Operations	Leadership, Aerospace, Activities or Testing Officer	Squadron Deputy Commander
Master	Wing Operations	Squadron Deputy Commander	Squadron Commander or Wing Director of Cadet Programs

Figure 1. Training topics and suggested duty assignments

1.2 ADVANCING IN THE SPECIALTY TRACK

Requesting a New Rating. After participating in the summary conversation and having the trainer or commander confirm that all service requirements have been met, the students work with their trainer or unit professional development officer to request a new rating through E-Services. The rating becomes official when the commander (or designee) approves it in E-Services. Alternatively, commanders may approve the rating by updating and signing the hard copy Professional Development Report and sending it to Membership Services at National Headquarters.

RATING	LEADERSHIP RIBBON	CADET PROGRAMS SPECIALTY BADGE
Technician	Basic Ribbon	Blue Star
Senior	Bronze Star	Bronze Star
Master	Silver Star	Silver Star

Figure 2. Awards in the Cadet Programs Officer Specialty Track

Awards. Upon earning their new rating, members qualify for the Leadership Ribbon, Cadet Programs Specialty Badge, and a certificate available in the Cadet Library at the CAP web site (see Figure 2). For more details, see CAPR 39-3, *Award of CAP Medals, Ribbons, and Certificates*, and CAPM 39-1, *CAP Uniform Manual*.

1.3 FORMER CADETS AS CADET PROGRAMS OFFICERS

Changing Status. When former cadets choose to turn senior and become Cadet Programs Officers, they bring with them tremendous personal experience and an innate understanding of what cadets want from their program. But being a cadet and providing adult leadership to cadets are two entirely different skill sets. There is a transition to make. Some of the topics former cadets will need to acquaint themselves with include:

- Partnering with parents
- Handling sensitive personnel issues
- Safeguarding CAP resources
- Protecting cadets' welfare
- Developing relationships with community leaders

Participating in this specialty track, especially the Training Leaders of Cadets course, and being mentored by an experienced Cadet Programs Officer can help former cadets succeed as adult leaders.

Advanced Ratings. In recognition of their experience, former cadets who earned the Earhart Award are eligible to receive the Technician Rating in the Cadet Programs Specialty Track upon becoming a senior member. Likewise, former cadets who earned the Spaatz Award are eligible to receive the Senior Rating. These advanced ratings are awarded on an individual basis. Former cadets who qualify for these awards should submit a written request, approved by their unit commander, to HQ CAP/DP.

Part 2 GETTING STARTED AS A CADET PROGRAMS OFFICER

Survey after survey, cadets say that the #1 factor affecting their cadet experience is the quality of their adult leadership. No cadet unit can succeed without outstanding adult leadership from a team of Cadet Programs Officers. Their over-arching responsibility is to create the conditions necessary for youth to succeed as CAP cadets.

2.1. STAFF POSITIONS

“Cadet Programs Officer” is an umbrella term referring to any senior member whose main focus is cadets. It is not a formal duty title. Most of the individuals serving in the roles below consider themselves to be Cadet Programs Officers. See Part 8 for suggested position descriptions.

Squadron	Group, Wing, Region
Commander	Deputy Chief of Staff, Cadet Programs (Regions)
Deputy Commander or Deputy Commander for Cadets	Director of Cadet Programs
Leadership Officer	Cadet Programs Development Officer
Aerospace Education Officer	Cadet Programs Special Activities Officer
Activities Officer	Drug Demand Reduction Administrator
Character Development Instructor or Chaplain	
Drug Demand Reduction Officer	
Testing Officer	

Figure 3 (on the following page) illustrates the breadth of the adult leaders’ responsibilities in the Cadet Program. Because local needs will vary, the diagram is not intended to be definitive.

2.2 TEN WAYS TO HELP YOURSELF GET STARTED AS A CADET PROGRAMS OFFICER

- 1. Read the Regulation.** This should be your starting point. The regulation (especially chapters 1 and 2) outlines the policies and procedures that should guide your efforts as a Cadet Programs Officer.
- 2. Training Leaders of Cadets.** TLC is a two-day course and is the premiere venue for learning about Cadet Programs. Attend TLC at your earliest opportunity, and in the meantime, browse the course materials on your own.
- 3. Study Guide.** Your specialty track study guide (i.e.: this pamphlet) is a plan for on-the-job training that you can lead yourself through on your own or under a mentor’s guidance.
- 4. Inspection Guide.** Wings inspect squadrons every few years. Even if your unit is not due for an inspection, reviewing the inspection guide is a good way to learn which areas of your job are considered most important. Also see if your predecessor left a continuity book containing activity plans, points of contact, previous budgets, etc.
- 5. Mentor.** A mentor is an invaluable teacher, coach, and sounding board. If your commander hasn’t appointed one for you, ask.

6. **Wing & CAP-USAF Staffs.** Your counterpart on the wing staff can be a great mentor. If you live in a big state, getting together may be impractical, but help is always available, if only from a distance. Likewise, our CAP-USAF partners occasionally visit squadrons. You are encouraged to solicit their advice.
7. **Neighboring Squadrons.** If your wing headquarters is not nearby, try working with a neighboring squadron. Maybe your counterpart in that unit can give you some pointers about your job.
8. **The Cadet Corps.** More than one new Cadet Programs Officer has been helped by an experienced cadet. Cadet officers are often good sources for learning the basics of what goes on during cadet activities, what textbooks cadets study, and how cadets advance in their program.
9. **Knowledgebase.** The Knowledgebase at the CAP web site is an interactive encyclopedia. If you're new to a staff job, try browsing its entries on your staff area.
10. **Webpages.** Of course, you'll want to browse the Cadet Programs section on the CAP web site.

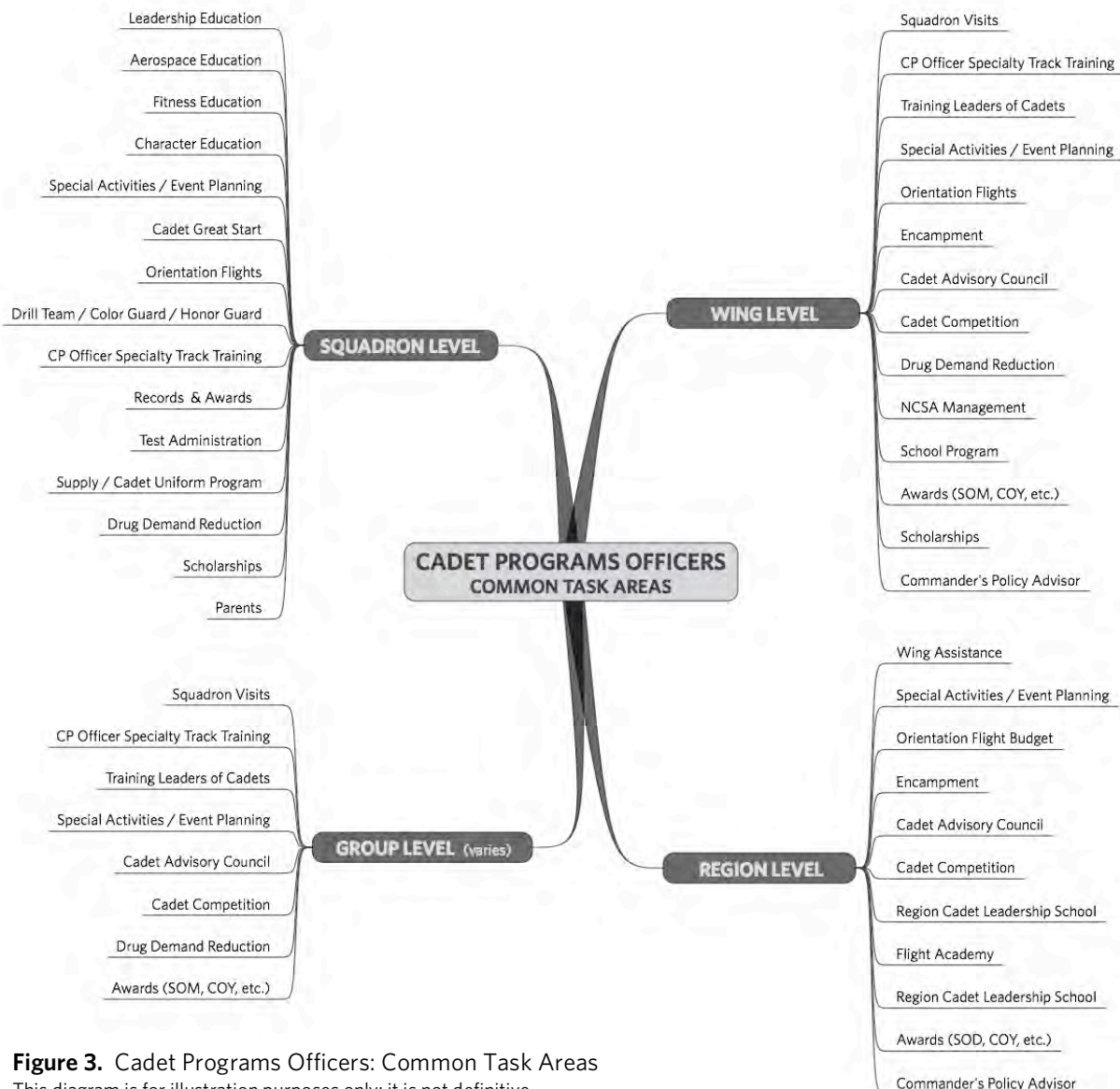


Figure 3. Cadet Programs Officers: Common Task Areas
This diagram is for illustration purposes only; it is not definitive

2.3 THE CADET PROGRAM OFFICER'S FOUR TOP RESOURCES

Especially to a newcomer, the Cadet Program may seem to be a complex new universe. To learn about the role of the Cadet Programs Officer, where do you start? Here's an overview of four key resources.



CAPR 52-16, Cadet Program Management

The cadet regulation is the Cadet Programs Officer's primary source for authoritative guidance on what the Cadet Program is and how it is to be conducted. Chapters 1 and 2 are the most relevant to everyday cadet life.



Cadet Web Site

The cadet web site is the Cadet Program Officer's source for official news and announcements via the Cadet Blog, a portal to all cadet publications, a calendar of upcoming cadet activities, and more.



Cadet Programs Resource Guide

To help Cadet Programs Officers build successful cadet squadrons, CAP offers textbooks, handbooks, activity guides, lesson plans, and more. The *Resource Guide* is a catalog of the curriculum tools and support programs available from National Headquarters.



Training Leaders of Cadets

The TLC course is the premiere venue for Cadet Programs Officers to become better mentors of cadets and more effective managers of cadet squadrons. TLC is a two day course hosted by wing or group headquarters. New Cadet Programs Officers can gain much by browsing the materials on their own.

2.4 THE FIVE KEY TRAITS OF CADET LIFE

The Cadet Program offers youth opportunities to participate in a wealth of activities: orientation flights, drill and ceremonies, bivouacs, field trips and tours, and more. While the menu of opportunities is diverse, there are five key traits that Cadet Program Officers should incorporate into every activity.



Uniform: CAP promotes teamwork and high standards of personal conduct by granting cadets the privilege of wearing an Air Force-style uniform. The uniform, and the related tradition of rendering military customs and courtesies, distinguishes cadets from ordinary youth. These military aspects of cadet life motivate cadets. Every activity should allow cadets to wear their uniform.



Aerospace Theme: CAP members hold in common a love of flying. Aviation is the thread that runs through all three CAP missions. Our affiliation with the Air Force underscores our identity as an air-minded organization. With a little imagination, even fitness and character activities can be shown to have an aerospace connection. Every activity should further the cadets' enthusiasm for aerospace, as "aerospace" is broadly understood.



Opportunity to Lead: CAP develops leadership skills in cadets by giving them opportunities to lead. This includes planning events, making decisions, and teaching and mentoring junior cadets, depending on how far they have advanced in the program. The cadets' grade structure and military-style chain of command reinforces this leadership concept. Every activity should allow cadets opportunities to lead, under senior supervision.



Challenge: CAP challenges youth. It might be the physical challenge of conquering an obstacle course, an academic challenge to master aerospace and leadership concepts, a moral challenge to live the Core Values, or a personal challenge to know oneself better and gain self-confidence. Because of these challenges, the Cadet Program is for *young adults*, not *children*. Every activity should challenge cadets in one way or another.



Fun: CAP is supposed to be fun. Cadet life is marked by new friends and great opportunities. The cadets who work hard in CAP reap the most benefits, but the program ought not be another form of school – it needs to be fun. Proper adult supervision, a pro-safety attitude, and teamwork built around mutual respect keep the cadet experience enjoyable. Every activity should be fun, for cadets and their adult leaders alike.

2.5 TEN KEYS TO A SUCCESSFUL SQUADRON

Picture a handful of CAP's best Cadet Programs Officers getting together for pizza. As they discuss the good things happening in their squadrons, one of these experts asks the group, *"What are some of the fundamental requirements any cadet unit would have to meet if it has a chance of being successful?"*

Outlined below are ten keys to running a successful squadron.

Trained Leaders	Staff the unit with at least two graduates of the Training Leaders of Cadets course. TLC is the premiere forum for learning how to mentor cadets and manage a squadron-level cadet program. Survey data has repeatedly shown that the quality of adult leadership is the #1 factor affecting cadet retention.
Annual Goals	Discuss plans for the coming year and set goals to guide the unit. As Yogi Berra said, "If you don't know where you're going, you might not get there." One way to create goals is by using the "SMART goals" approach shown below.
Weekend Activities	Offer at least one "Saturday" activity per month. The diagram below illustrates that squadrons and groups or wings can work together to provide cadet activities without overwhelming local resources. Survey data has shown that the frequency and quality of weekend activities is the #2 factor affecting cadet retention.
Meeting Schedules	Draft, coordinate, and approve a detailed meeting schedule about one week in advance of each weekly squadron meeting. Having a detailed schedule guarantees that the squadron meeting will be well-organized and productive. A sample schedule is shown below.
Orientation Flights	As funds allow, fly cadets within 90 days of their joining CAP, and fly every cadet at least once per year. Not all squadrons have easy access to aircraft and pilots, so the wing or group has a part to play in this goal. At a minimum, the squadron aerospace education officer (or some other senior) should contact the wing on a regular basis to request support.
Activities Calendar	Maintain and distribute a calendar of activities. The major cadet events should be added to the calendar at the beginning of each year. Additional, smaller activities can be added as the year progresses, but every weekend activity should be added to the calendar at least 2 or 3 weeks in advance to allow members and their families time to make arrangements. The activities calendar needs to be distributed as widely as possible (ie: via email, posted to the unit web site, etc.)
Orientation Program	Provide each cadet with a thorough introduction to CAP (e.g.: Cadet Great Start). The largest squadrons in CAP have found that cadets are apt to succeed in CAP if they and their parents receive the special attention they need upon joining.

Recruiting Campaign	Attempt to grow the unit by conducting a recruiting campaign or open house (e.g.: using Cadet Great Start) at least once each year. The Cadet Great Start and Cadet Open House Kit (available through E-Services) offers a recipe for conducting a successful recruiting campaign.
Attendance Roster	Monitor cadet attendance and reach out to cadets who have not been participating in unit activities. By simply keeping an attendance roster, the squadron will notice if a cadet seems to be dropping away from CAP. After a cadet misses two meetings in a row, it is time for the squadron to phone the cadet and say, "We miss you, what's going on?" These tasks are perfect for cadet NCOs.
Morale	Listen to cadets and work to satisfy their needs. Ultimately, the key to running a successful squadron comes down to keeping the cadets happy. There is no substitute for senior members being attentive to the cadets' morale.

SMART GOALS

"SMART" goals are Specific, Measurable, Attainable, Realistic, and Tangible. In simple, but direct language, they explain what a squadron aims to do. They are "dreams with deadlines." Some examples of SMART goals that a cadet squadron might adopt include:

- *Form, outfit, and train a cadet color guard proficient in all standard color guard maneuvers. March in our town's Memorial Day and Veterans' Day parades and compete in the wing color guard competition.*
OPR*: Leadership Education Officer & Cadet First Sergeant
- *Participate in the model rocketry program. Provide classroom training leading to the squadron building and launching model rockets, using the CAP Model Rocketry handbook as a guide. Have 15 cadets earn their rocketry badges. Investigate the possibility of inviting local Cub Scouts to attend a rocket launch.*
OPR: Aerospace Education Officer
- *Conduct a Cadet Open House in May and September, targeted at the 7th and 8th grade students in our local area. Orientate cadets using the Cadet Great Start program. By year's end, have increased cadet membership by 10%.*
OPR: Deputy Commander for Cadets & Cadet Commander

It is more important that the unit's leadership team, including ranking cadets, work through the process of asking themselves, "Where do we want to take our squadron?" than it is for the unit to produce a document that meets certain formatting standards.

* OPR: Office of Primary Responsibility – the staff officer(s) tasked with leading the unit's efforts on a project

Figure 4. SMART Goals

WEEKEND ACTIVITIES

The Goal: Ensure cadets have an opportunity to attend at least one weekend event (something beyond the weekly unit meeting) per month. This goal can be met without overwhelming local resources by working with wing and/or group headquarters and neighboring squadrons. In the example below, the local squadron is hosting only 1 activity per quarter, on average, and yet still provides its cadets with at least one special event per month.

Month	Sponsored by Our Squadron	Sponsored by Wing, Group, or Another Squadron
January	Field trip to state aviation museum	
February		Wing Cadet NCO Academy
March		Spring bivouac with XYZ Squadron
April	Cadet Orientation Flights	
May	Memorial Day Parade	
June		Model Rocketry Day with XYZ Squadron
July		Summer Encampment
August	Day Hike: Mt. Curry	
September		Airshow at Curry AFB, coordinated by Wing
October	Cadet Orientation Flights	
November		Wing Color Guard Competition
December		Wing Cadet Ball

Figure 5. Sample Schedule of Weekend Events

Figure 6. Sample Weekly Meeting Schedule

A detailed schedule shows that the unit has a plan, and that cadets will be busy with meaningful activities.

When schedules are drafted using the quarterly schedule as a guide, and emailed to members a week in advance, everyone can come prepared.

Begin on time and encourage promptness.

Plan ahead for future activities by scheduling time for announcements and sign-ups.

Geat activities to cadets of different experience levels.

Seniors can conduct business meetings concurrent with cadet activities.

Busy squadrons have administrative and personnel tasks to accomplish. Work them into the schedule for owards and last minute announcements.

Develop a habit of ending right on time.

CIVIL AIR PATROL • LANGLEY CADET SQUADRON SCHEDULE FOR 19 AUGUST 2008				
Uniform of the Day: Short-sleeve blues with ribbons & tie Cadet of the Month & Guidon Bearer: C/S/A Provost				
Time	Activity	Lead	Location	Other personnel, notes
1800	Staff Arrives Plan for Labor Day bivouac	Capt Garber	Office	C/Maj Curry & C/MsSgt Arnold
1830	OPENING FORMATION National Anthem Cadet Oath Announcements	Maj Wilson All C/Maj Curry	Main Room	
	1. Sign up for 26 Aug hiking trip tonight 2. Announce O-Flight sorties for 8 Sept Uniform Inspection	Capt Garber 1st Lt Yeager C/Maj Curry		
1845	EMPHASIS ITEM: Drill & Ceremonies Phase I Cadets: Introduction to columns Phase II Cadets: Manual of the guidon	C/MsSgt Arnold C/SSgt Earhart C/MsSgt Wright	Parking lot Parking lot Parking lot	Capt Garber
1900	CORE CURRICULUM: Character Development Forum Finance meeting	1st Lt Crossfield 1st Lt Yeager	Main Room Office	Maj Wilson, Capt Garber
1950	BREAK & ADMIN TIME	na	Main Room	
2000	SPECIAL TRAINING: Land navigation Uniform Issue: outfit new cadets BDUs CAPF 50 Counseling (C/MsSgt Arnold)	C/Maj Curry 1st Lt Yeager Maj Wilson	Main Room Supply Office	Capt Garber C/AB Linderbergh & Doolittle 1st Lt Crossfield
2050	CLOSING FORMATION 1. Certificates of appreciation – car wash 2. Wright Brothers Award 3. Last minute announcements 4. Dismissal (by 2100)	Maj Wilson	Main Room	C/SSgt Goddard

BASIC REQUIREMENTS FOR PLANNING SQUADRON CADET PROGRAMS

BASIC REQUIREMENTS	ANNUAL GOALS	ANNUAL CALENDAR	QUARTERLY FRAMEWORK	WEEKLY MEETING SCHEDULE
	<p>chart a course for the unit, identifying the unit's "dreams with deadlines"</p> <p>What do we want to accomplish this year?</p>	<p>a frequently-updated tool showing the year's major events, especially the projects mentioned in the Annual Goals</p> <p>When will we host our major events?</p>	<p>identifies the main task or "theme" of each weekly meeting during a 13-week quarter</p> <p>What training do we provide to cadets and when, generally speaking?</p>	<p>explains in detail what classes and activities are taking place, how much time is needed to complete them, and who is leading them</p> <p>What are we doing next meeting? Who is leading those activities?</p>
HELPFUL TIPS	<p>Brainstorm and imagine new possibilities for the unit</p> <p>Revisit the goals quarterly to check status and refocus efforts</p> <p>Make goals known to everyone in the unit</p>	<p>Include all major events on the annual calendar, at the beginning of the year</p> <p>Update the calendar throughout the year, as new events are announced</p> <p>Share the calendar with all members of the unit, including cadets' parents</p> <p>Strive to announce all weekend activities a few weeks in advance so members can plan accordingly</p>	<p>Use the quarterly framework to ensure cadets receive the training they need to advance in the program</p> <p>Take advantage of the framework's allowance for "special training" time each week</p> <p>Communicate the framework to everyone so they know what events are likely to happen on a given week</p>	<p>Prepare the schedule in detail about 1 week in advance</p> <p>Include administrative tasks and also list the announcements that need to be made</p> <p>Share the schedule with all concerned, especially staff, so instructors come prepared</p>
WHO & WHEN	<p>Developed by unit leadership team, including ranking cadets</p> <p>Published at the beginning of year</p>	<p>Developed by the unit activities officer or a cadet officer at the beginning of the year</p> <p>Maintained throughout the year</p>	<p>Developed by the unit leadership team at the beginning of the year</p> <p>Maintained throughout the year (there is little need for updating)</p>	<p>Drafted by a senior member or cadet officer and approved by the commander or deputy</p> <p>Published about 1 week in advance</p>

Figure 7. Basic Requirements for Planning Squadron Cadet Programs

Part 3 INSTRUCTIONS FOR STUDENTS

3.1 BEGINNING THE TRAINING

Students may begin training in the Cadet Programs Officer Specialty Track once they complete Level I of the Senior Member Professional Development Program. Students complete on-the-job training (OJT) at their own pace and through self-study. Whenever possible, commanders pair each student with a trainer/mentor who helps the student fulfill the knowledge and service requirements.

3.2 THE SELF-PACED TRAINING SEQUENCE

Follow the simple procedures listed below and in the box at right to ensure your training is successful:

1. **Read** the publications listed on the reading list. Pay special attention to passages in those readings that affect the Cadet Program at the squadron level. Make a list of questions to discuss with your trainer if you're confused about something you read.
2. **Discuss** the readings with your trainer to ensure your general understanding of them is accurate. Although this specialty track is primarily a self-study program, informal discussions between the student and trainer should be ongoing throughout the program.
3. **Shadow** the trainer and watch how he or she performs tasks related to the knowledge requirements.
4. **Perform** tasks that are related to the knowledge and service requirements, under the trainer's guidance.
5. **Review** what you have learned with your trainer via a "summary conversation" of approximately 30 minutes' duration. Again, communication should be ongoing throughout the process.

CHECKLIST FOR EARNING SPECIALTY TRACK RATINGS

1. Read through the publications included on the reading list.
2. Quiz yourself against the knowledge requirements.
3. Discuss the knowledge requirements with your trainer, and then take the online test.
4. Shadow and observe your trainer.
5. Complete the service requirements.
6. Participate in a "summary conversation" with your trainer to review what you've learned and consider the discussion topics together.
7. Record the new rating in E-Services (see paragraph 1.2)

3.3 SPECIALTY TRACK TESTS

Once the trainer or unit commander is satisfied that you have met all knowledge requirements, it is time to take the specialty track test corresponding to the rating you are pursuing. Tests are open-book and not timed. The passing score is 80%, correctable to 100%. The test questions are based on the knowledge requirements, which in turn point back to the reading lists. Tests are available only on-line in the E-services section at www.capnhq.gov. If you do not personally have Internet access, visit your local library or contact a friend who has an Internet connection.

Part 4 INSTRUCTIONS FOR TRAINERS & COMMANDERS

4.1 INTENT OF THE PROGRAM

This specialty track is primarily a self-study program, but training will be most effective when the commander or professional development officer matches each student with an experienced trainer / mentor. Trainers can proceed as they deem best, but some principles to keep in mind include:

1. Begin by reviewing the reading list, knowledge requirements, and service requirements.
2. Have the student observe the trainer at work, and then allow the student to attempt tasks under the trainer's guidance (the "tell-show-do-review" method).
3. Touch base at least monthly to see how the student is progressing, answer questions, and provide encouragement.

4.2 SUBJECT MATTER EXPERTISE

Review the Rating's Training Requirements. Trainers should become familiar with the knowledge, service, and discussion requirements found in Parts 5, 6, and 7 of this guide. This will help them provide the right training at the right time, versus overwhelming the student with teachings that may be valuable but are not yet needed by them.

Review the Regulations. Trainers need to take steps to avoid the easy tendency of always relying on their memory when explaining job procedures. By reviewing the applicable CAP publications before beginning to lead an OJT program, trainers will be sure to teach the current policies and procedures. In the process, trainers benefit from refreshing their own knowledge.

4.3 SUMMARY CONVERSATION

The final step in the training sequence (see paragraph 3.2) is when the student and trainer meet for a summary conversation of approximately 30 minutes' duration. Suggested discussion questions are found at the end of parts 5, 6, and 7 of this guide. The summary conversation serves two purposes.

Mentoring Opportunity. First, it is a mentoring opportunity, allowing the trainer and student to review the knowledge requirements together and discuss any items that are confusing or deserve special emphasis. (The meeting is not an oral exam – the student will have already passed a written test.) Like any good conversation, the talk should flow in both directions.

Review of Service Requirements. Second, the student shows the trainer evidence that he or she has completed all service requirements. Again, the conversation should flow in both directions as trainer and student discuss the students' accomplishments and put the various tasks into context.

4.4 RECORDING & AWARDING NEW RATINGS

Following the summary conversation, the trainer or professional development officer assists the student in requesting the new rating and updating the personnel record (see paragraph 1.2).

Part 5 TECHNICIAN RATING

5.1 INTRODUCTION

Scope. Senior members pursuing a technician rating in the Cadet Programs Officer specialty track usually begin their training possessing little to no knowledge about the Cadet Program.

Outcomes. Seniors who attain the technician rating will be prepared to serve with minimal supervision as a Cadet Programs staff officer at squadron level in the areas of leadership, aerospace, activities, or testing. They will be knowledgeable in fundamental Cadet Program goals, policies, and procedures.

5.2 RECOMMENDED READINGS

All items are available in the Cadet Library on the CAP web site.

General Introduction

"Cadet Program Fundamentals," Training Leaders of Cadets, Module F1

CAPP 52, "Investing in America's Youth: A Strategic Overview of the CAP Cadet Program"

Regulations

CAPR 20-1, *Organization of Civil Air Patrol*, cadet-related positions on pages 32-36

CAPR 50-4, *Test Administration & Security*, Chapter 1

CAPR 52-10, *CAP Cadet Protection Policy*

CAPR 52-16, *Cadet Program Management*, Chapters 1 and 2

Pamphlets & Other Resources

Cadet Programs Resource Guide

Cadet & Senior Uniform Mini-Posters (see "New Cadet Help" on the cadet webpage)

CAPP 52-9, *Cadet Great Start*, from "Preface" through "Recommended Schedule"

CAPP 52-15, *Cadet Staff Handbook*,

1.4, "The Changing Role of Senior Members"

2.4, "Planning the Weekly Squadron Meeting"

2.11, "Uniform Inspections"

Appendix 1, "Cadet Position Descriptions"

Textbooks Browse the following cadet texts:

Leadership for the 21st Century

Aerospace Dimensions (6 modules)

CAPP 265-2, *Flight Time: Values for Living*, "Flight Instructor Guide" (multiple volumes are in use)

5.3 KNOWLEDGE REQUIREMENTS

Emphasis Items

1. Identify the elements of the Cadet Program; describe the basic goals and methods of each.
2. Discuss the five key traits of cadet life, as identified in this guide.
3. Identify the minimum requirements needed to progress in the Cadet Program and complete achievements and milestone awards. (For a helpful quiz / activity, see "Cadet Advancement, Testing & Records," Seminar M2 in the Training Leaders of Cadets course).
4. Describe the CAP Cadet Protection Policy as it relates to adult supervision of cadet activities.

Supervision & Safety

5. Outline safety policies relating to the Cadet Program.
6. Define "mentoring" and describe appropriate and inappropriate behaviors used by mentors.

Administration & Membership

7. Describe the basic procedures used to order, administer, and safeguard cadet tests.
8. Outline the requirements for cadet membership in CAP.

Activities & Curriculum

9. Identify the main elements that comprise a squadron's weekly meeting.
10. Identify the main textbooks and educational materials used in the Cadet Program.
11. Identify the hallmarks of Cadet Great Start and summarize how the program is organized.
12. Describe at least five activities cadets may participate in at the local, wing, or national level.
13. State the primary goal of the cadet physical fitness program; identify the events of the cadet physical fitness test (CPFT).
14. Identify the requirements cadets must fulfill to wear the Air Force style uniform; describe how the uniform is properly worn (ie: placement of accoutrements, press, shoe shine, etc.).
15. Discuss the purpose of cadet uniform inspections and identify basic guidelines for inspection teams.

5.4 SERVICE REQUIREMENTS

1. After completing Level I of the Senior Member Professional Development program, serve for six months as a staff officer intern at squadron level. Suggested positions include assistant leadership officer, assistant aerospace education officer, assistant activities officer, or assistant testing officer.
2. Participate as a staff officer assistant at any two Cadet Program activities beyond routine weekly squadron meetings (ie: model rocketry competition, bivouac, field trip, etc.).

3. Confer with at least two first-year cadets and inquire about their main reasons for joining. Share your findings with your trainer and/or commander.
4. Successfully complete the open-book, un-timed Cadet Programs Officer Technician Rating Test with a grade of 80% or higher, corrected to 100%.

5.5 SUMMARY CONVERSATION: ADDITIONAL TOPICS

1. What does the Cadet Program achieve for America and the cadets themselves?
2. How do the five program elements interrelate? For example, in what way does leadership affect aerospace education, etc.?
3. Is adequate supervision at cadet activities merely a matter of satisfying legal obligations or are there other reasons why senior members should be involved in cadet activities?
4. It is not uncommon for adults to have children in the program. What are some things to keep in mind in those situations?
5. What are some of the fundamental principles that will cause a cadet unit to flourish?

Part 6 SENIOR RATING

6.1 INTRODUCTION

Scope. Senior members pursuing a senior rating in the Cadet Programs specialty track possess a general understanding (or better) of Cadet Program goals and routine procedures used when implementing the program at squadron level. They have completed an internship under the guidance of an experienced Cadet Programs leader in their squadron and have begun to serve on a staff, working with little supervision as a leadership, aerospace education, activities, or testing officer.

Outcomes. Once attaining the senior rating, the staff officer is considered proficient in Cadet Program areas pertaining to the squadron level and is ready to serve as a squadron deputy commander or as an assistant on the group or wing Cadet Programs staff.

6.2 RECOMMENDED READINGS

All items are available in the Cadet Library on the CAP web site.

Regulations

CAPR 39-3, *Award of CAP Medals, Ribbons, and Certificates*, Sections F and G

CAPR 51-1, *Drug Demand Reduction Program*, Sections 1 – 3

CAPR 52-10, *CAP Cadet Protection Policy*

CAPR 52-16, *Cadet Program Management*

CAPR 60-3, *CAP Emergency Services Training & Operational Missions*, Chapter 2

CAPR 62-2, *Mishap Reporting and Investigation*

CAPR 67-1, *Civil Air Patrol Property Regulation*, paragraph 1-7

Pamphlets & Other Resources

Cadet Programs Resource Guide

CAPP 52-5, *The Congressional Award*

CAPP 52-7, *Cadet Orientation Flight Syllabus*, “Program Overview” and “Resources for Local Leaders”

CAPP 52-9, *Cadet Great Start*

CAPP 52-14, *Staff Duty Analysis*, “Instructions for Commanders & Leadership Officers”

CAPP 52-15, *Cadet Staff Handbook*

CAPP 52-18, *Cadet Physical Fitness Program*, Chapter 5

Webpages (See the Cadet Programs pages in the members' section at GoCivilAirPatrol.com)

"Cadet Uniform Program"

"Cadet Promotions Application"

"Cadet Scholarships"

"National Cadet Special Activities"

Training Leaders of Cadets Course Materials

"The Cadet / Senior Team," Seminar L5

"Partnering With Parents," Seminar L6

"The Weekly Squadron Meeting," Seminar M4

"Self Assessment for Cadet Units" Section A2

6.3 KNOWLEDGE REQUIREMENTS

Emphasis Items

1. Identify the procedures used to update cadets' records and approve cadet promotions using the online Cadet Promotions Application.
2. Describe the unit commander's role in ensuring compliance with the Cadet Protection Policy; identify the procedures to be followed if cadet abuse is alleged.
3. Describe the unit commander's role in deciding to promote or retain a cadet in grade; identify counseling requirements and the form used to evaluate cadet performance.
4. Identify the eligibility requirements to participate in the cadet orientation flight program and how cadet flying is reported.
5. Identify senior member's obligations to cadets' parents, including what parents expect during initial orientation and what they expect during cadet activities throughout the year.

Supervision & Safety

6. Describe the role of senior members in ensuring cadet safety during activities; outline the procedures for reporting a mishap.

Administration & Membership

7. Outline the procedures used to request the Gen Carl A Spaatz Award Exam.
8. Identify the procedures used when cadets wish to take advantage of the Cadet Uniform Program.
9. Describe how the cadet physical fitness test is administered; identify how each event is scored.
10. Outline the procedures cadets follow to apply for a National Cadet Special Activity; state the role of the unit commander in the NCSA application process.

11. Identify the eligibility requirements and nomination procedures for the Cadet of the Year award (nationally, and locally if applicable); identify the eligibility requirements to earn related cadet awards sponsored by the Air Force Association, Air Force Sergeants' Association, and Veterans of Foreign Wars.
12. Identify the requirements for JROTC cadets to be eligible to advance in the Cadet Program at an accelerated rate.
13. Identify the minimum eligibility requirements for CAP scholarships; outline the basic application procedures.
14. Identify the eligibility requirements for the Community Service Ribbon.
15. Identify the eligibility requirements and the role of cadet sponsor members.

Activities & Curriculum

16. Discuss the TLC course's recommended planning cycle when using cadets as instructors during weekly squadron meetings.
17. Discuss the TLC course's recommended planning cycle for generating a weekly squadron meeting schedule.
18. Summarize the goals and activities involved in the Model Rocketry, AEX, and Satellite Tool Kit programs; identify the steps involved in obtaining the course materials and completing those programs.
19. Describe the major goals of the CAP Drug Demand Reduction program.
20. Describe the goals of the Congressional Award; outline the procedures used by cadets who want to participate.
21. Describe the goals of the Staff Duty Analysis program; explain the role seniors play in this program; identify how commanders and leadership officers evaluate SDA reports and staff service.
22. Summarize the overall goals of cadet encampments and identify some highlights of your wing's encampment program.
23. Describe the overall goals of cadet competition; identify the drill team and color guard competition events.
24. Describe opportunities cadets have to participate in CAP emergency services training and missions; outline the basic procedures cadets follow to become eligible to participate.

6.4 SERVICE REQUIREMENTS

1. Actively serve for one year as a technician-rated Cadet Programs staff officer, performing duties with minimal supervision. Suggested positions include leadership officer, aerospace education officer, activities officer, and testing officer.
2. Complete Level II of the Senior Member Professional Development program.
3. Demonstrate how to update a cadet's record and process a promotion using the Cadet Promotions Application in E-Services.
4. Participate as a senior member advisor during at least 3 leadership feedback meetings for promotion-eligible cadets; complete a CAPF 50 for each cadet, or review CAPF 50's prepared by cadet officers.
5. Mentor a cadet officer or NCO leading a class or training activity (20 minutes or longer in duration), following the planning cycle recommended in Seminar M4 of the TLC course.
6. Serve as a staff officer responsible for planning or conducting a significant portion of three cadet activities beyond routine weekly squadron meetings, since earning the technician rating.
7. Serve as a senior member staff officer / advisor in the Cadet Great Start program.
8. Contact at least two cadets who allowed their memberships to lapse during the previous 12 months and inquire about their reasons for leaving CAP. Share your findings with your trainer and/or commander (and of course, invite the cadets to return to CAP).
9. Complete a "Self Assessment for Cadet Units" and share your findings with your trainer and/or commander.
10. Complete the Training Leaders of Cadets course.
11. Successfully complete the open-book, un-timed Cadet Programs Officer Senior Rating Test with a grade of 80% or higher, corrected to 100%.

6.5 SUMMARY CONVERSATION: ADDITIONAL TOPICS

1. Should every cadet be promoted immediately upon fulfilling the minimum eligibility requirements? Why or why not? How do the "Leadership Expectations" defined in the cadet regulation influence the promotion process?
2. The *Cadet Staff Handbook* argues that there is no "one size fits all" organizational chart for a cadet unit. Why? What principles should guide Cadet Programs Officers in designing a cadet staff?
3. What can leaders do to develop a rapport with cadets' parents? What may result from good or bad relations with parents?
4. What are the three main ways of orientating new cadets and transforming them into cadet airmen? Why does Cadet Great Start urge units to "pipeline" cadets?
5. What are the hallmarks of great weekly squadron meetings? How is our squadron doing in this regard? What can we do to plan meetings better and offer more hands-on activities?

Part 7 MASTER RATING

7.1 INTRODUCTION

Scope. Senior members pursuing a master rating in the Cadet Programs specialty track are seasoned cadet leaders proficient in Cadet Program operations at the squadron level. They began their training as interns and then completed at least 18 months' service as a staff officer. Most pursue the master rating while serving as a squadron deputy commander or an assistant on the group or wing cadet programs staff.

Outcomes. Upon attaining this rating, the staff officer will have demonstrated mastery in Cadet Program operations and be capable of commanding a cadet unit, directing the Cadet Program at the wing level, and providing expert Cadet Programs advice to new members and senior CAP leaders. Master rated officers are CAP's best Cadet Programs resource.

7.2 RECOMMENDED READINGS

All items are available in the Cadet Library on the CAP web site.

Regulations

CAPR 39-3, *Award of CAP Medals, Ribbons, & Certificates*, Section G

CAPR 52-16, *Cadet Program Management*

Pamphlets & Other Resources

CAPP 52-7, *Cadet Orientation Flight Syllabus*, "Program Overview" and "Resources for Local Leaders"

CAPP 52-12, Volume 1, *Required Staff Training*, "Instructor Guide"

CAPP 52-18, *Cadet Physical Fitness Program*, Attachment 2

DCP SmartBook

"Self Assessment for Cadet Units" section A2 in the "Training Leaders of Cadets Student Guide"

Webpage (See the Cadet Programs pages in the members' section at GoCivilAirPatrol.com)

"National Cadet Special Activities"

7.3 KNOWLEDGE REQUIREMENTS

Emphasis Items

1. Describe in depth the role of the Wing Director of Cadet Programs, including the DCP's role in advising the commander, assisting squadrons, managing cadet activities, and leading professional development activities for Cadet Programs Officers.
2. Describe the goals of the Cadet Advisory Council; identify the eligibility requirements for cadet representatives and the role of the senior member advisor.
3. Describe the curriculum required at cadet encampments; summarize senior members' administrative and supervisory responsibilities in conducting the encampment program.
4. Describe the main goals of the Required Staff Training program; identify the activities affected by RST and the participation and reporting requirements.
5. Identify the role of wing headquarters in evaluating and processing cadet applications for National Cadet Special Activities.
6. Identify the role of wing headquarters and outline the procedures used to administer the Cadet Orientation Flight program.

Supervision & Safety

7. State the CAP safety policies regarding cadet firearms training, rappelling, hot weather, and tobacco use.
8. State the CAP policies regarding respect for others and fraternization / dating, as described in CAPR 52-16.

Administration & Membership

9. Identify eligibility requirements and outline the procedures used to participate in the Drug Demand Reduction initiatives program.
10. Outline the procedures used to demote a cadet or revoke a cadet milestone award.
11. Identify the eligibility requirements and outline the procedures used by cadets seeking to participate in Air Force Institute of Advanced Distributed Learning (AFIADL) courses.
12. Identify CAP policies and procedures related to dual-chartering with Boy Scouts of America programs.
13. Describe the goals of the Squadron of Merit and Squadron of Distinction programs; identify the role of wing and region headquarters in administering the programs.
14. Describe the goals of the Sorenson Award and the Cadet Programs Mission Award programs; explain how these awards are administered.

Activities & Curriculum

15. Describe the goals of the Region Cadet Leadership School (RCLS) and the guidelines followed when conducting RCLSs.

16. Describe the overall goals of the International Air Cadet Exchange; identify the role of wing headquarters in processing IACE cadet and escort applications and when hosting international participants.

7.4 SERVICE REQUIREMENTS

1. Actively serve for 18 months in a supervisory capacity as a senior-rated Cadet Programs staff officer. Suggested positions include deputy squadron commander or an assistant on the group or wing Cadet Programs staff.
2. Complete Level III of the Senior Member Professional Development program.
3. Successfully complete the requirements for earning the Gen. Chuck Yeager Award.
4. Serve as a staff officer responsible for planning and conducting a significant portion of the Training Leaders of Cadets seminar.
5. Serve as a staff officer responsible for planning and conducting a significant portion of the Required Staff Training.
6. Serve as a staff officer at an encampment, Region Cadet Leadership School, or National Cadet Special Activity, and attend at least 80% of that activity.
7. Complete a "Self Assessment for Cadet Units" and share your findings with your trainer and/or commander.
8. Develop and implement two original lesson plans on any cadet-related topics, using the guidelines found in section 2.5 of the *Cadet Staff Handbook*.
9. Contact at least two cadets who allowed their memberships to lapse during the previous 12 months and inquire about their reasons for leaving CAP. Share your findings with your trainer and/or commander (and of course, invite the cadets to return to CAP).
10. Assist the group or wing Cadet Programs staff in making at least one visit to a cadet unit other than your own, as part of the unit visitation program recommended by the *DCP SmartBook*.
11. Successfully complete the open-book, un-timed Cadet Programs Officer Master Rating Test with a grade of 80% or higher, corrected to 100%.

7.5 SUMMARY CONVERSATION: ADDITIONAL TOPICS

1. How can leaders advise the CAC while allowing it to remain a forum for cadets?
2. What encampment experiences are cadets likely to value most 10 years after participating? Why should parents support the encampment program?
3. In what ways does cadet flying contribute to American air and space supremacy?
4. What are some of the classic reasons that contribute to good and bad cadet retention? What can be done at the local and the wing level to improve cadet retention?

Part 8 CADET PROGRAMS OFFICERS' POSITION DESCRIPTIONS

While CAPR 20-1, *Organization of Civil Air Patrol*, defines the basic duties of Cadet Programs Officers, this guide explains those duties in greater depth. The following squadron-level position descriptions are offered to help new Cadet Programs Officers understand the fundamentals of their jobs and get started supporting cadets. They are not definitive. Unit commanders are welcome to amend them to meet local needs. For suggestions on how to succeed as a Wing or Region Director of Cadet Programs, see the *DCP's SmartBook*, available on the cadet web site.

8.1 SQUADRON COMMANDER (cadet & composite squadrons) DEPUTY COMMANDER FOR CADETS (composite squadrons) DEPUTY COMMANDER (cadet squadrons)

Every cadet unit requires one senior member to be the driving force behind its Cadet Program. In most units, that individual will be either the squadron commander (especially in cadet squadrons) or the deputy commander for cadets (in composite squadrons). This leader oversees all cadet-related operations, directs the other Cadet Programs Officers, selects and mentors the cadet staff, develops partnerships with parents, and takes overall responsibility for the success of the unit's Cadet Program. Ideally, this individual will possess an advanced rating in the Cadet Programs Officer Specialty Track, but more than one mom or dad having been "drafted" into this role has succeeded and enjoyed their time supporting cadets, despite their lack of experience. Squadron commanders and their deputies need to be familiar with virtually all cadet-related publications. New commanders and deputies should focus on those publications included in the Technician Rating and Senior Rating reading lists found in parts 5 and 6 of this guide.

TIME COMMITMENT

Any of the three positions listed above would be a good position for a individual who wants to serve as the unit's #1 leader for all matters affecting cadets, and is willing to volunteer to attend nearly every weekly meeting and special weekend activity.

KEY DUTIES & BEST PRACTICES

Establish Goals. As the squadron's key Cadet Programs Officer, the commander or deputy establishes goals for the unit's Cadet Program. As with any enterprise, this key leader should consult with all stakeholders – fellow senior members, cadet officers, and members of the cadet corps – before establishing short, medium, and long-range goals for the unit. These goals should be designed so as to help cadets become well-rounded in all five elements of the Cadet Program. Further, the goals should illustrate that the unit will provide cadets with opportunities to participate in CAP's other two missions: aerospace education and emergency services. For more on creating, following-through with, and evaluating "smart goals" in cooperation with ranking cadets, see CAPP 52-15, *Cadet Staff Handbook*.

Direct & Train Cadet Programs Officers. The squadron commander or deputy serves as the immediate supervisor of the other Cadet Programs Officers. This includes approving training plans developed by those officers, coordinating their efforts, and evaluating their programs and recommending ways to improve them. Further, the commander and/or deputy should train and develop the adults who have volunteered to support the cadets, via this specialty track guide.

Supervise & Mentor the Cadet Staff. It is the squadron commander or deputy who serves as the immediate supervisor of the cadet commander or ranking cadets (who might be lowly element leaders if the unit is new or rebuilding). As such, this officer designs the structure of the cadet staff, based on the cadet corps' readiness to lead, briefs the ranking cadets on what is expected from them, and mentors them throughout their time on staff. These principles are discussed in depth in CAPP 52-15.

Draft and/or Approve Meeting Schedules. Every cadet event needs to be well planned. The commander or deputy drafts and/or approves detailed schedules for weekly meetings and special weekend events. Additionally, this officer should ensure that the unit has a general schedule listing the major events for the year, as well as a schedule for the quarter. If the unit has cadet officers on its staff, the schedules should be drafted by them and approved by the deputy or commander. See CAPP 52-15 for details, including a suggested meeting schedule template.

Approve Promotions & Awards. All cadet promotions and awards require the approval of the unit commander or deputy. Because of this responsibility, the commander or deputy should be involved in the leadership feedback (CAPF 50) process, in cooperation with the leadership education officer, as described below. The commander or deputy should preside over award ceremonies, congratulating the cadets for their efforts in a timely manner.

Liaise With Group or Wing Headquarters. The commander and deputy work together in representing the unit's needs at group or wing headquarters. Moreover, whoever serves as the unit's key Cadet Programs Officer should develop a good working relationship with the group or wing Director of Cadet Programs. This includes keeping abreast of news affecting upcoming cadet events sponsored by higher headquarters, passing that information on to the cadets, encouraging them to participate, and helping them arrange carpools, etc.

Manage the Cadet Uniform Program. The commander or designee is needed to help new cadets request a free uniform through the Cadet Uniform Program in E-Services. In some units, this responsibility is assigned to the logistics or supply officer.

Partner With Parents. As the principal Cadet Programs Officer in the unit, the commander or deputy is the individual whom parents will gravitate to with their concerns. It is up to the commander or deputy to keep parents informed (perhaps through a web site or monthly email bulletin), help resolve problems that arise, and pro-actively build good partnerships with them. Some units find it helpful to create a parents' committee, a booster club that reaches out to parents of new cadets. For more on parents' committees and partnering with moms and dads, see the *Parents' Guide to the CAP Cadet Program*.

8.2 LEADERSHIP EDUCATION OFFICER

One of the most visible Cadet Programs Officers on the staff, the leadership education officer is an instructor, a mentor, and a program manager. This officer conducts classroom training, monitors the cadets' performance on the drill field and their wear of the uniform, mentors cadets informally and during feedback meetings, and is the principal officer in charge of the Cadet Great Start program. It is not necessary for this officer to be a former cadet or come from a military background, but a willingness to become an expert in the military aspects of cadet life is essential. Leadership Education Officers need to be familiar with the following publications:

CAPM 39-1, *CAP Uniform Manual*

CAPF 50-x, *Leadership Feedback* & the Leadership Feedback homepage on the cadet web site

CAPP 52-14, *Cadet Staff Duty Analysis Guide*

CAPP 52-15, *Cadet Staff Handbook*

CAPR 52-16, *Cadet Program Management*, (chapters 1-3)

AFJROTC Drill & Ceremonies Guides (available on the cadet web site)

AFMAN 36-2203, *Drill & Ceremonies Manual*

Leadership for the 21st Century textbook

TIME COMMITMENT

This is a good position for a volunteer who wants to serve as one of the squadron's key Cadet Programs Officers, attending meetings every week and most unit activities.

KEY DUTIES & BEST PRACTICES

Train & Educate Cadets. The leadership education officer develops leadership skills in cadets through classroom education, hands-on activities, and mentoring. This officer is responsible for ensuring cadets are instructed in drill and ceremonies, wear their uniform properly, practice military customs and courtesies, and learn the academic concepts discussed in the cadet textbook. (Cadet officers and NCOs should be used as instructors, under this officer's supervision.) Further, in coordination with the squadron staff, the leadership education officer oversees cadet officers as they complete Staff Duty Analysis reports and SDA staff service. In some units, this officer's curriculum responsibilities include fitness training and testing.

Mentor the Cadet Staff. The leadership education officer monitors and guides the cadet staff's decision-making processes, helping ranking cadets develop their potential to lead while simultaneously ensuring that they fulfill the junior cadets' training needs. This officer implements and/or oversees leadership feedback meetings using the CAPF 50 to assist the unit commander in evaluating promotion-eligible cadets. In some units, the leadership education officer will also assist the commander in managing the operational aspects of cadet life by reviewing meeting schedules drafted by cadet officers, assigning cadets to instructional duties, and quality checking training plans developed by the cadet staff.

Mentor Cadets. In support of the cadets' achievement tests and milestone award exam programs, the leadership education officer should mentor cadets who are having difficulty passing tests. This can be accomplished by personally mentoring cadets and/or working with cadet officers and NCOs.

Manage the Cadet Great Start Program. The leadership education officer is responsible for transforming prospective cadets into cadet airmen through the Cadet Great Start program. This includes launching the initial plans for Cadet Great Start, coordinating with other Cadet Programs Officers affected by the program, preparing the cadet staff to take a leadership role as instructors and mentors, and serving as the unit's expert on the Cadet Great Start curriculum.

8.3 AEROSPACE EDUCATION OFFICER

The aerospace education officer's mission is simple: develop in cadets an enthusiasm for aviation, space, and technology. AEOs do not need to be pilots; they can be mere aerospace enthusiasts with a willingness to share their excitement with cadets. The AEO conducts classroom training, leads hands-on aerospace activities, mentors cadets, organizes aerospace outreach events, and manages the cadet orientation flight program. AEOs need to be familiar with the following publications:

CAPP 15, *Aerospace Education Officer's Handbook*

CAPP 52-7, *Cadet Orientation Flight Syllabus*

CAPR 52-16, *Cadet Program Management*, (chapters 1 & 2)

CAPR 280-2, *CAP Aerospace Education Mission*

Aerospace Dimensions (6 modules with leader guide & student guide)

Aerospace: The Journey of Flight, 2d Edition, with teacher guide

AEX: Aerospace Excellence Activity Guides

Civil Air Patrol Model Rocketry

Satellite Tool Kit program

Note: AEOs are encouraged to participate in the AEO specialty track. See CAPP 215 for details.

TIME COMMITMENT

This is a good position for a volunteer who wants to serve for two or three meetings per month plus an occasional Saturday or more.

KEY DUTIES & BEST PRACTICES

Teach & Inspire Cadets. The AEO shares his or her enthusiasm for aviation, space, and technology with cadets, acting as a classroom teacher or activity leader. AEOs need a working knowledge of the topics covered in the cadets' textbooks, especially the *Aerospace Dimensions* modules. But more than leading the occasional lecture to explain an aerospace concept, the AEO should lead hands-on activities using the AEX, model rocketry, or Satellite Tool Kit resources. AEOs should also work with cadet officers and NCOs, giving them opportunities to serve as aerospace instructors.

Mentor Cadets. In support of the cadets' achievement tests and milestone award exam programs, the AEO should mentor cadets who are having difficulty passing tests. This can be accomplished by personally mentoring cadets and/or working with cadet officers and NCOs.

Lead Outreach Activities. As "dynamic Americans and aerospace leaders," CAP cadets are poised to share their knowledge of and enthusiasm for aerospace with the general public. The AEO should plan aerospace outreach activities, such as having cadets lead Cub Scouts in hands-on AEX projects, inviting young people to the cadets' model rocket launches, supporting static displays at airshows, etc.

Manage the Cadet Orientation Flight Program. Of course, the best part of aerospace education is flying. The AEO should arrange for cadet orientation flights and pursue the goal of providing each cadet with at least one, but preferably two, flights per year (as funds allow). It is especially important that the AEO arrange for new cadets to receive their first flight as soon as possible after joining. See CAPP 52-7, *Cadet Orientation Flight Syllabus*, for details.

8.4 CHARACTER DEVELOPMENT INSTRUCTOR (or Chaplain)

The character development instructor leads the monthly character development forums. This officer introduces new cadets to the CAP Core Values using the “formations module” in the character development curriculum. Further, the Character Development Instructor should work with other staffers in identifying opportunities to weave Core Values perspectives into other aspects of cadet life. Character development instructors need to be familiar with the following publications:

CAPP 52-6, *Mentoring*

CAPR 52-16, *Cadet Program Management*, (chapters 1 and 2)

CAPP 265-2, *Flight Time: Values for Living* (multiple volumes are in use)

USAF Core Values *Guru’s Guide* (available on the cadet web site)

TIME COMMITMENT

This is a good position for a volunteer who wants to serve for one or two meetings per month or more.

KEY DUTIES & BEST PRACTICES

Lead Character Forums. The character development instructor’s primary duty is to lead monthly character development forums. These forums are conducted using CAPP 265-2, *Flight Time: Values for Living*. Forums are discussion-based, not lectures. As such, the cadets ought to be doing 80% of the talking, with the character development instructor guiding the discussion and challenging the cadets. As explained throughout the curriculum materials, forums are not religious meetings.

Mentor Cadets. Character education is not limited to the classroom. The character development instructor should observe cadets in action and monitor how they handle Core Values issues. As such, the character development instructor needs to be a mentor, not merely a discussion leader during the monthly forums.

Employ the “Schoolhouse Weave.” The Air Force’s Core Values strategy recognizes that the Core Values cannot be islands unto themselves. They need to be woven into all courses, all jobs, and all facets of Air Force life. Likewise, CAP character development instructors should look for opportunities to help cadets see Core Values in the context of whatever activity they are doing on a given day. For example, if cadets are participating in a compass course, this officer could take a moment to discuss how the Core Values relate to CAP’s emergency services mission. For more on the “schoolhouse weave,” see the *USAF Core Values Guru’s Guide* available on the cadet web site.

Support the CAP Chaplains’ “Ministry of Presence.” Although character development instructors are not clergy who provide confidential counseling, they can assist CAP chaplains in their “ministry of presence.” Simply by attending cadet activities, being accessible to cadets, and becoming known as one of the best listeners and most supportive adults on the staff provides a valuable service to cadets.

8.5 ACTIVITIES OFFICER

The activities officer organizes special events – virtually any squadron-sponsored, cadet-focused event taking place outside the weekly squadron meeting. Activities officers do not necessarily need to be subject matter experts in all aspects of cadet life, but they do need to be great event planners capable of thinking through an activity's logistical, financial, and administrative challenges. Further, the activities officer must coordinate his or her efforts with the other staff officers who have the primary responsibility for cadet program elements (ie: aerospace, leadership, etc.) Activities officers should be familiar with the following publications:

CAPP 52-15, *Cadet Staff Handbook*

CAPR 52-16, *Cadet Program Management*, (chapter 1)

TIME COMMITMENT

This is a good position for a volunteer who wants to serve for one or more meetings per month and attend most weekend activities.

KEY DUTIES & BEST PRACTICES

Organize Special Activities. The activities officer's main duty is to organize special activities taking place beyond weekly meetings (field trips, bivouacs, parades, service projects, etc.). They help the squadron fulfill CAP's goal of offering cadets the opportunity to participate in at least one special event per month (activities might be sponsored by the squadron, a neighboring unit, or wing or group headquarters). Further, the activities officer is needed to manage sign-up rosters in advance of the activity, help determine and collect activity fees, and coordinate transportation.

Publicize & Monitor NCSAs & Scholarships. The activities officer should take the lead in publicizing opportunities to participate in National Cadet Special Activities, encampments, and the like, including explaining the application process to cadets. Additionally, the activities officer should publicize academic and flight scholarship opportunities and help cadets complete their applications.

8.6 TESTING OFFICER

The testing officer manages the unit's achievement test and milestone award exam programs. This includes controlling the inventory of test materials, administering the tests to cadets, correcting tests, updating cadets' personnel records, and providing cadets with meaningful feedback after they complete their tests. In some units, the testing officer also administers cadet physical fitness tests. Testing officers need to be familiar with the following publications:

CAPR 50-4, *Test Administration & Security* (especially chapter 1)

CAPR 52-16, *Cadet Program Management* (chapters 1 and 2)

Testing Officer's Quick Reference

All Cadet Program tests and exams (especially their instructions for testing officers)

TIME COMMITMENT

This is a good position for a volunteer who wants to serve one or two meetings per month or more.

KEY DUTIES & BEST PRACTICES

Control Tests. Testing officers protect the integrity of all Cadet Program tests, which greatly affect the integrity of the cadet promotions and awards programs. They must store tests in a locked file cabinet and treat all tests as sensitive materials.

Inventory Tests. As soon as possible after being assigned to the position, the testing officer should download the *Testing Officer's Quick Reference* from the cadet web site and inventory all cadet tests to ensure that the editions in the squadron's files are in fact current.

Schedule Tests. Units are required to offer cadets an opportunity to test at least once per month. The testing officer coordinates with the unit commander or deputy to ensure testing is included on the unit's schedule. Many units choose to offer testing during a certain week of the month (ie: the first and third meetings, etc.). Further, the testing officer should try to administer tests during the first portion of the meeting so as to allow time to correct the tests and tell the cadets what they scored, before the end of the meeting.

Administer Tests. Before administering a test to a cadet, the testing officer ensures the cadet does in fact need that test. Many units find it helpful to have the cadets sign-up for their test at the beginning of the meeting so that the testing officer has time to gather all needed materials. When it is time to actually administer the tests, the testing officer ensures the cadets have a comfortable place to work, limits noise and other distractions, and physically separates cadets to guard against the appearance of cheating.

Provide Feedback. When correcting the tests, the testing officer notes what sections each cadet missed. (The answer key gives page references for each question.) They share that information with cadets so they can do better next time (if they failed) or to help them correct their test to 100% (if they passed).

Update Records. The testing officer updates the cadets' master records using the Cadet Promotions Application or CAPF 66, immediately after scoring their tests. Some units choose to keep the cadets'

“test tops” (the portion of the cadets’ answer sheet indicating the test taken, the date, and the score) in their personnel file, but this is not required.

Arrange for Mentoring. Cadets who fail a test more than once are candidates for special mentoring. The testing officer should monitor each cadet’s testing history and work with the leadership or aerospace officer to pair cadets with a mentors, as needed.

Maintain a Signature Card. Upon being appointed to the position, the testing officer will need to update the unit’s CAPF 53, *Signature Verification Card*, and send it to National Headquarters.

Appoint an Assistant. Each unit should have at least two testing officers – a primary and an assistant. Large units will want to have a handful of assistants. It is especially important that the cadets be able to test if the primary testing officer is unable to attend the meeting.

8.7 DRUG DEMAND REDUCTION OFFICER

As part of the Cadet Program's character development element, the Drug Demand Reduction Officer integrates the drug-free ethic into all aspects of cadet life. The Air Force Surgeon General provides financial assistance to support DDR activities within certain geographic areas, but regardless of where a CAP cadet unit is located, Cadet Programs Officers should work together to help cadets see that there are healthy alternatives to life-wrecking drugs. DDR officers need to be familiar with the following publications:

CAPR 51-1, *CAP Drug Demand Reduction Program*

CAPR 52-16, *Cadet Program Management* (chapters 1 and 2)

Special training resources available on the DDR webpage

Note: DDR officers are encouraged to participate in the DDR specialty track. See CAPP 228 for details.

KEY DUTIES & BEST PRACTICES

Conduct DDR Training. DDR officers serve as instructors and activity leaders, hosting events that promote the drug-free ethic. Their responsibilities also include working with the leadership, aerospace, and character development instructors to integrate drug-free teaching points into those program elements. Additionally, DDR officers are encouraged to develop partnerships with active duty and National Guard DDR offices, local police departments, and community groups that can host activities for cadets to further the DDR program's goals.

Community Outreach. CAP cadets should be ambassadors of the drug-free ethic. The DDR officer encourages cadets to participate in red ribbon campaigns, to staff educational booths and DDR displays at community events, to participate in poster and video contests, and more so that the cadets' drug-free ethic resonates within the community.

Manages the Squadron DDR Program. The DDR officer develops training plans, manages budgets, and administers the DDR program according to CAPR 51-1, *Drug Demand Reduction Program*.

TIME COMMITMENT

This is a good position for a volunteer who wants to serve one or two meetings per month or more.

8.8 SPECIAL PROJECT OFFICERS (as needed)

Units may choose to assign major, high profile projects to a special project officer instead of one of the "permanent" staffs officers listed above. Some projects that might warrant this special attention include: drill team, color guard, honor guard, Wreaths Across America, cadet open house, annual awards banquets, etc.

TIME COMMITMENT

These are good positions for volunteers who want to support a relatively short-term activity that has a clear beginning and end.

Part 9 ANNUAL CALENDAR OF MAJOR CADET PROGRAM EVENTS

	SQUADRONS	WING HEADQUARTERS	REGION HEADQUARTERS	NATIONAL HEADQUARTERS
January	<p>15 Jan: Send Cadet of the Year nomination to Wing using CAPF 58. See CAPR 39-3.</p> <p>15 Jan: Send Sorenson Cadet Programs Officer of the Year Award nomination to Wing. See CAPR 52-16.</p> <p>Deadlines for most college & flight scholarships occur in January. See cadet web site.</p> <p>15 Jan: Deadline to apply for NCSAs via E-Services. See cadet web site.</p>	<p>15 Feb: Send Cadet of the Year nomination to Region using CAPF 58.</p> <p>15 Feb: Deadline to approve or disapprove NCSA applications via E-Services.</p> <p>15 Feb: Send Squadron of Merit Award selection to Region. See CAPR 39-3.</p>		<p>Send data to Wings supporting the Squadron of Merit Award program.</p>
February				
March			<p>15 Mar: Send Cadet of the Year nomination to National using CAPF 58.</p> <p>15 Mar: Send Cadet Programs Mission Award nomination to National. See CAPR 52-16.</p> <p>15 Mar: Send Squadron of Distinction Award selection to National. See CAPR 39-3.</p>	<p>15 Mar: Announce which members are slotted to attend NCSAs, via E-Services.</p>
April				<p>15 Apr: Board chooses Cadet of the Year.</p> <p>15 Apr: Board chooses Sorenson Cadet Programs Officer of the Year.</p> <p>15 Apr: Board chooses representative Squadron of Distinction & F. Ward Reilly Leadership Award.</p>
May				
June	<p>15 June: Deadline to apply for Squadron Fitness Award. See CAPP 52-18.</p>			

SQUADRONS	WING HEADQUARTERS	REGION HEADQUARTERS	NATIONAL HEADQUARTERS
July	1 July: Appoint Cadet Advisory Council representative. See CAPR 52-16.	1 July: Appoint Cadet Advisory Council representative. See CAPR 52-16.	
August		Cadet Advisory Council convenes new term, concurrent with Summer National Board (usually in August).	Cadet Advisory Council convenes new term, concurrent with Summer National Board (usually in August).
September	National Cadet Open House. See cadet web site for details.		
October	Watch for Scholarship opportunities for to be announced on cadet web site. Red Ribbon Week to promote drug-free lifestyles. See DDR web site.		
November	Watch for National Cadet Special Activities to be announced on cadet web site.		
December	Begin applying for NCSAs through E-Services. 15 Dec: Deadline to apply for Squadron Fitness Award. See CAPP 52-18.		